



ASSESSMENT AND REPORTING POLICY

Rationale

"Assessment in a Catholic school focuses on growth across religious, physical, cognitive, social and emotional domains. This multi-dimensional approach to growth respects the sacred dignity of the learners and engenders a feeling of being valued and understood." (Horizons of Hope, "Assessment. 2017, p4)

The primary purpose of assessment is to improve student learning. Through the ongoing process of gathering evidence of learning, teachers are positioned to understand each learner's strengths and challenges and support growth along a learning continuum. The use of this evidence informs teaching choices, including; strategies, levels of adjustment, the amount of and rate of learning to help each student flourish.

Reporting formalises this process by clearly communicating to the student and their parents where a student is situated along a learning continuum at the end of a specified period of schooling.

This information along with on-going assessment and feedback plays a crucial role in enhancing learner agency enhancing student capacity to understand their performance in relation to their own learning goals and that of their peers.

Definitions

Assessment

"Assessment is the ongoing process of gathering, analysing and interpreting data about learners' progress and achievement to improve learning" (Victorian Curriculum and Assessment Authority 2015)

Formative Assessment

Formative assessment *"encompasses all activities undertaken by teachers , and or by their students , which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged"* (Black and Wiliam 1998a, p. 7)

Statement Of Purpose

The Assessment and Reporting Policy seeks to:

- promote shared understandings about assessment and reporting
- provide consistency of approach
- identify high standards of professional practice
- establish consistent guidelines for procedures and routines

Guiding Principles

At Academy assessment and reporting is underpinned by the following principles:

- assessment is an integral part of the teaching and learning cycle and
 - identifies opportunities for further learning
 - describes student achievement
 - articulates and maintains standards
 - provides the basis for the award of a certificate (VCE)

- formative assessment is crucial in informing teacher practice
- powerful feedback is often linked to explicit learning intentions and or the provision of success criteria
- quality feedback is constructive and growth oriented, uses descriptive language and where possible includes feedforward ensuring that all students continue to improve along a learning continuum (no value judgements)
- assessment must be relevant and timely
- valid, consistent and on-balance judgements require that educators regularly work collaboratively in moderating student work
- rich learning evidence includes; student conversations, the use of student learning journals, peer assessment, observations and or standardised tests
- assessment design should reflect students' proximal development and reflect **developmentally appropriate content** (Griffin and Care, 2009)
- effective learners take responsibility and agency for their own learning and consequently should have regular scheduled opportunities for goal setting and reflecting on their learning
- assessment instruments should not assess learning that is outside the scope of a unit of work or study design

Procedures

At Academy assessment is enacted through:

- formative and summative assessment tasks that are intentionally designed in advance, documented and are linked to learning understandings and overarching goals as documented in UBD curriculum unit planners (Years 7-10) and conducted as described in curriculum content of each study design and related VCAA documents (Years 11 -12)
- a culture of inclusive practice. Assessments must accommodate for diverse learning needs and be respectful of multiple learning entry points. This means where appropriate, curriculum, instructional practices or assessment will be modified. This modification needs to be communicated to both parents and students. (Years 7 – 10)
- the implementation of summative assessment tasks where:
 - the criteria clearly reflect the content and skills being taught
 - there is consistent implementation of the assessment task across year levels and within subjects taught at a particular year level
 - student voice and choice is promoted and students have opportunity to choose the way in which they can best demonstrate their understandings (Years 7-10)
 - students know from the outset of the unit what is expected. This includes the provision of:
 - task descriptions and criteria sheets at the commencement of the unit of work or early into the unit
 - And or rubrics which clearly identify expectations noting: low, medium and high (written using meta-language of subject and supported with language which is accessible to students)
 - And or Worked samples (where appropriate)
 - written feedback/comments is
 - constructive, descriptive and targeted (not too many things)
 - notes a specific strength and an area needing improvement
- the regular use of formative assessment:
 - pre-assessments are implemented as standard practice
 - Learning Areas implement formative assessment prior to final summative piece and schedule this into the school assessment map
 - Learning Areas determine formative assessment task which best reflect content demands
 - E.g. Provision of exemplary samples or provision of worked samples
 - E.g. Targeting one key foci such as the introductory paragraph

- regular moderation of student work and where appropriate the collection of quality benchmark pieces
- building partnerships with parents through regular dialogue, documentation of meetings via the school, 'Record of Communication' templates and communication with Well-being Leaders
- teachers at each VCE study determining the assessment tasks to be used at Units 1 and 2. (In Units 3 and 4, specified assessment tasks are set in accordance with VCAA requirements.)

At Academy reporting is enacted through:

- communicating student achievement at three specified periods in the year where formalised written reports are made available to parents and guardians
 - Term One – Interim Report
 - Term Two – Semester One Report
 - Term Four – Semester Two Report (Years 7 – 11)
- reporting student performance against the Victorian Curriculum or other standards framework
- the use of a 5 point scale (A-E) for reporting
- a report format which shows student achievement and where students is situated in relation to expected standards and that of student's year level cohort
- provision of descriptive reports for students who are typically at least two years below expected standard within a particular learning area and the students cannot
- access to the reporting system Parent Access Module (PAM) which allows students and parents to have real time access to grades and to associated comments on criteria sheets and or rubrics
- an invitation to parents and guardians to discuss their child's progress at any time through the year
- Learning Leaders and their teams ensuring that reporting formats accurately incorporate Australian Government Standards
- assessment and reporting procedures are reviewed annually and this evaluation is incorporated as a regular part of the yearly Learning Leaders' Meeting Schedule post the reporting period

Supporting Documents

Catholic Education Melbourne, 2016, Horizons of Hope: Foundation Statement: Assessment in a Catholic School, Catholic Education, Melbourne.

Griffin P. & Care E., 2009, Assessment is for Teaching and Independence, 34 (2), 57-59 accessed 10 December 2017, http://www.arc-ots.com/alp/resources/M1_reading.pdf.

VCCA, 2009, VCE Assessment Principles, accessed 1 May 2017, <http://www.vcaa.vic.edu.au/searchcentre/pages/results.aspx?k=assessment%20principles>

VCCA, 2015, Victorian Curriculum F-10 Revised curriculum planning and reporting guidelines,

Victorian Curriculum and Assessment Authority, Melbourne.

William D., 2011, Embedded Formative Assessment, Solution Tree Press, Bloomington.

Date to be reviewed

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